Richard Carroll Elementary

P.O. Box 949
Bamberg, South Carolina 29003

Grades	4-5 Elementary School	
Enrollment	236 Students	
Principal	Johnnie Smith	803-245-3047
Superintendent	Phyllis K. Schwarting	803-245-3053
Board Chair	John E. Bamberg	803-245-9400

The State of South Carolina

Annual School Report Card

2003

ABSOLUTE RATING: AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	32	60	3	0

IMPROVEMENT RATING: UNSATISFACTORY

ADEQUATE YEARLY PROGRESS: NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.
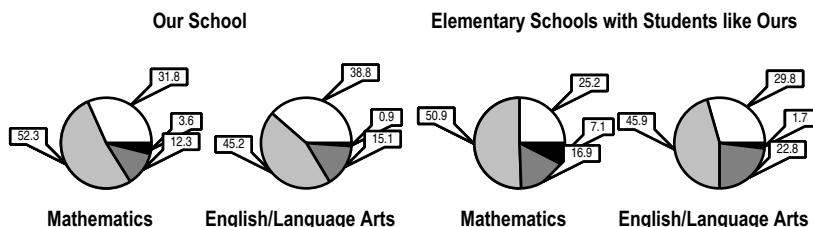
For More Information, visit websites at:
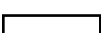
www.myscschools.com

www.sceoc.org

Performance Trends Over 4-year Period

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Good	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004			

Palmetto Achievement Challenge Tests (PACT) Results

Our School

Mathematics
52.3 / 31.8 / 3.6 / 12.3

English/Language Arts
45.2 / 38.8 / 0.9 / 15.1

Elementary Schools with Students like Ours

Mathematics
50.9 / 25.2 / 7.1 / 16.9

English/Language Arts
45.9 / 29.8 / 1.7 / 22.8

Definition of Critical Terms

■	**Advanced**	Very high score; very well prepared to work at next grade level; exceeded expectations
■	**Proficient**	Well prepared to work at next grade level; met expectations
■	**Basic**	Met standards; minimally prepared, can go to next grade level
□	**Below Basic**	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

Evaluations by Teachers, Students, and Parents

	Teachers	Students	Parents
Number of surveys returned	15	106	84
Percent satisfied with learning environment	100.0%	85.8%	88.1%
Percent satisfied with social and physical environment	100.0%	86.8%	77.8%
Percent satisfied with home-school relations	86.7%	86.5%	84.1%

PACT Performance by Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	232	98.7	38.8	45.2	15.1	0.9	16.0	17.6
Gender								
Male	121	99.2	44.0	42.2	12.9	0.9	13.8	17.6
Female	111	98.2	32.7	48.5	17.8	1.0	18.8	17.6
Racial/Ethnic Group								
White	81	97.5	25.0	47.4	25.0	2.6	27.6	17.6
African-American	150	99.3	46.1	44.0	9.9	N/A	9.9	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	160	99.4	26.5	52.9	19.4	1.3	20.6	17.6
Disabled	72	97.2	68.8	26.6	4.7	N/A	4.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	232	98.7	38.5	45.4	15.1	0.9	16.1	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	232	98.7	38.5	45.4	15.1	0.9	16.1	17.6
Socio-Economic Status								
Subsidized meals	167	98.2	45.5	46.1	8.4	N/A	8.4	17.6
Full-pay meals	65	100.0	22.2	42.9	31.7	3.2	34.9	17.6
Mathematics								
All students	232	99.6	31.8	52.3	12.3	3.6	15.9	15.5
Gender								
Male	121	100.0	31.9	52.6	9.5	6.0	15.5	15.5
Female	111	99.1	30.4	52.9	15.7	1.0	16.7	15.5
Racial/Ethnic Group								
White	81	100.0	14.3	62.3	16.9	6.5	23.4	15.5
African-American	150	99.3	41.1	47.5	9.2	2.1	11.3	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	160	100.0	25.8	54.2	16.8	3.2	20.0	15.5
Disabled	72	98.6	46.2	47.7	1.5	4.6	6.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	232	99.6	31.5	52.5	12.3	3.7	16.0	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	232	99.6	31.5	52.5	12.3	3.7	16.0	15.5
Socio-Economic Status								
Subsidized meals	167	99.4	38.7	53.5	5.8	1.9	7.7	15.5
Full-pay meals	65	100.0	12.7	50.8	28.6	7.9	36.5	15.5

Abbreviations for Missing Data

N/A Not Applicable   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

PACT Performance by Grade Level

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	115	N/A	20.9	55.7	20.9	2.6	23.5
	Grade 5	95	N/A	25.3	65.3	9.5	N/A	9.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	111	98.2	30.2	47.2	21.7	0.9	22.6
	Grade 5	121	99.2	46.9	43.4	8.8	0.9	9.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	115	N/A	23.5	49.6	13.0	13.9	27.0
	Grade 5	95	N/A	29.5	56.8	8.4	5.3	13.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	111	99.1	21.7	60.4	13.2	4.7	17.9
	Grade 5	121	100.0	41.2	44.7	11.4	2.6	14.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 236)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.8%	Down from 4.1%	2.7%	2.4%
Attendance rate	96.4%	Down from 96.8%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	9.2%	Up from 7.7%	11.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	13.0%	Up from 9.9%	8.9%	8.0%
Older than usual for grade	5.9%	Up from 3.6%	1.3%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%
Teachers (n= 13)				
Teachers with advanced degrees	69.2%	Up from 66.7%	46.7%	50.0%
Continuing contract teachers	100.0%	No change	85.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	92.5%	Up from 91.0%	86.4%	86.2%
Teacher attendance rate	96.5%	Down from 96.7%	95.1%	95.3%
Average teacher salary	$42,298	Up 4.0%	$39,468	$39,909
Prof. development days/teacher	11.2 days	Down from 13.7 days	12.2 days	11.4 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio	21.5 to 1	Up from 20.5 to 1	18.4 to 1	18.9 to 1
Prime instructional time	91.9%	Up from 90.7%	89.6%	89.7%
Dollars spent per pupil*	$6,034	Up 2.6%	$6,034	$5,892
Percent spent on teacher salaries*	66.6%	Up from 65.4%	66.1%	66.6%
Opportunities in the arts	Good	Up from Poor	Good	Good
Parents attending conferences	99.3%	Down from 100.0%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

Report of Principal and School Improvement Council

This was a productive year at Richard Carroll Elementary School. The majority of our students showed improvement in all academic areas as teachers continuously challenged their students to perform to their maximum potential. Our life skills program enabled students to become better decision makers while teaching them to understand, care about, and act on core citizenship values.

Our teachers have carefully aligned their curriculum with the state standards. They employ a variety of teaching methods and strategies to make their delivery of this curriculum more effective. The following have enhanced our instructional program for the 2002-2003 school year:
-Appropriate staff development
-Administrative support
-Use of parent volunteers and teacher cadets
-Computers in all classrooms and a computer lab allowing integration of technology
-Family Reading Nights
-Installation of an integrated communication system

Mrs. Mary Ann Padgett was selected as Teacher of the Year for RCES for the 2002-2003 school year. She was also the district Teacher of the Year. One teacher is currently seeking National Board Certification.

RCES received a renovation grant during the 2002-2003 school year. This grant will allow the entire building to be electrically rewired and the addition of a new metal roof on the oldest portion of the building.

We appreciate the hard work of our PTO and SIC. The PTO was again instrumental in raising funds to purchase reading incentives.

Richard Carroll Elementary School is not just a school, but a proud part of history in a community that actively supports education.

Johnnie Smith, Jr. , Principal

Definitions of School Rating Terms

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

Definition of Adequate Yearly Progress

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.